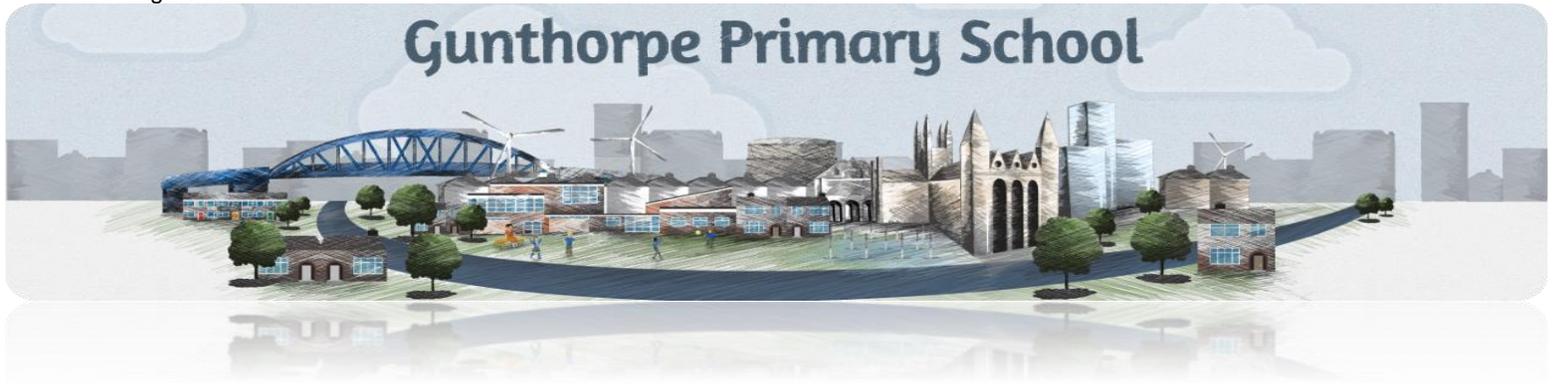


Gunthorpe Primary School



Early Years Foundation Stage Policy

Head Teacher	Fran Hollingsworth	Sign and Date: F. HOLLINGSWORTH 07.07.2020
Chair of Governing Body	Yvette Bell	Sign and Date: Y. BELL 07.07.2020

Gunthorpe Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Keeping Children Safe in Education, Safeguarding Policy, the Code of Conduct, Acceptable Use Policy, Equal Opportunities Policy, Health and Safety policy should be read in conjunction with this policy.

Aims

At Gunthorpe we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS 'Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Work hard to make the child's first experience of school happy, safe, positive and fun.
- Work in partnership with parents and within the wider context.
- Provide a secure and safe learning environment both indoors and out.
- Provide a curriculum firmly based on active learning to meet the needs of the individual child including opportunities for children to engage in activities that are adult-initiated and child-initiated.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Plan challenging learning experiences, based on the child's needs and interests, informed by observation and assessment.

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

Communication and Language

The key skills will develop confidence in communication, teaching speaking, listening and understanding in a variety of settings and purposes.

Physical Development

Play opportunities indoors and outdoors develop the skills of co-ordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well-being and also develops pre-writing skills.

Personal, Social and Emotional Development

This is crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others.

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy

Learners will have a wide range of books read to them and will read simple texts for themselves. Familiar books will help learners rehearse phrases and interesting vocabulary that will become part of their own speech and ultimately writing. They will also be provided with a range of opportunities for writing and mark-making for a variety of purposes. The school uses the Letters and Sounds document to support our teaching of Jolly Phonics.

Mathematics

We will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

Understanding the World

Crucial skills of problem solving, exploring and understanding will help them to make sense of the world. Foundations are developed for the later teaching of Science, Design and Technology, History, Geography and Computing.

Expressive Arts and Design

Creativity is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It includes art, music, dance, role-play and imaginative activities.

As a team, we write medium term plans using the EYFS based on a series of topics each of which offers experiences in all seven areas. These plans are then used to inform our adult-initiated inputs as well as continuous provision in the environment encouraging child-initiated learning.

Practitioners working with the children below age-related expectations will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years and grow in confidence and ability within the three prime areas.

Children have the opportunity to learn in a variety of ways, including whole class, small group and one to one learning throughout the school year. They have daily phonics sessions using 'Jolly Phonics', daily 'Maths Meetings' sessions and daily carpet inputs based on the specific areas of learning. The curriculum is delivered using a play-based approach in both the indoor and outdoor classroom, as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans for both the needs of individual pupils and the class as a whole. We record our observations of the children's learning using Tapestry and paper evidence is collated in a Learning Journey book. Their Learning Journey book includes adult led writing alongside child initiated work displaying their embedded learning. We record the children's maths learning in their Power Maths workbooks alongside Tapestry observations of practical application.

Children are assessed according to the appropriate Development Statements and their progress is tracked half termly using the ScholarPack tracking system. The child's progress is reviewed every half term to ensure coverage and progression. In the Autumn and Spring term, parents are invited to attend a parents evening to discuss their child's attainment and progress within the year. Within the final term, we provide the parent's with a report based on their child's attainment. We aim to support all children in achieving the Early Learning Goal (ELG) for each of the 17 areas of learning so they are best prepared to begin Year 1 with an overall good level of development.

Safeguarding

Mobile phones are not permitted within the EYFS Unit by either staff or visitors. This is covered by the 'EYFS Policy for the use of cameras and mobile phones'. Signage within the Unit makes this clear to visitors in addition to the briefing Office staff give to visitors at the school.

Equipment that is used for recording pupils work is controlled by the above policies and only school equipment must be used and once used for EYFS Profile/evidence photographs will be deleted.

Health and Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies and procedures in place to ensure children's safety, including a specific outdoor risk assessment.

Paediatric first aid trained staff are permanently deployed within the EYFS Unit and always accompany trips and visits.

We promote the good health of the children in our care in numerous ways, including the daily provision of a free nutritious snack and following set procedures when children become ill.

To promote independence in the children we encourage families to toilet train their children ready for starting school. If for whatever reason this has not been achieved, then we follow the guidelines stated in the 'EYFS Toileting Policy'. These guidelines are there to protect the safety and wellbeing of both staff and pupils.

Inclusion

We value all our children as individuals at Gunthorpe, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that can meet the needs of the individual child and support them at their own pace so that children can strive to achieve the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and we do this working closely with parents and outside agencies.

Parents as Partners and the Wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways throughout the school year. We invite parents into school to attend various workshops throughout the year to support learning at home. Parents are able to view regular learning updates from the classroom through the class Dojo story page. This encourages children to share their learning at home and discuss what they have learnt. The Dojo platform also enables parents to contact their child's class teacher directly if, for any reason, they are unable to speak with them at the classroom door.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning at a pace which children feel comfortable and secure in their new environment. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders.

- Children are invited to attend stay and play sessions in the Summer Term to develop familiarity with the setting and practitioners, in a fun and relaxing way.
- The class teacher and teaching assistant visit children and parents at home to develop a relationship in a familiar, safe environment.
- Where possible, we also visit the children in their pre-school setting before they start school.

- There is also an information evening to support parents with ideas of how to prepare their child for starting school.

Children start school on a part-time basis to allow children to be introduced to new routines gradually and give practitioners an opportunity to sufficiently support children into their new environment.

In the final term, the respective teacher and Year 1 teacher liaise to discuss the individual children, their needs and analyze the assessment data to inform planning. The children also attend stay and play sessions in their new Year 1 class to develop familiarity with the classroom and staff. These actions enable a smooth transition into their next stage of learning.